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ABSTRACT

The author researched and adapted ways to promote responsibility for library books. The program's aims were to reduce and retrieve lost library books that were reported on the inventory check and to make students, parents, and teachers aware of the problems and the importance of being responsible library users. Introduction to the project was done in three stages. Presentations were made to staff (team) leaders who presented the plan to team members. Intercom announcements were made to the student body. Project intentions were explained to parents via the school newsletters. By the end of the project fewer books were missing than had previously been reported. Students showed an awareness for the importance of being responsible about books through their actions and behavior. This is illustrated by an entire grade level returning all library books before the last day of school. (Appendices include classroom activities, book lists, newsletter information, and figures indicating decreases in book loss.) (Author)

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A PLAN TO REDUCE LIBRARY BOOK LOSSES

by

DARLENE S. CRAIG

A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

June/1985

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Darlene S. Craig

Darlene S. Craig

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ABSTRACT

A Plan to Reduce Library Book Loses
Craig, Darlene S., 1985: Practicum Report, Nova University, Center for the Advancement of Education
Descriptors: Book Theft/Education/Library Circulation/School Community Relationship/ School Libraries/Stealing/Student Responsibility/Values Education

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TABLE OF CONTENTS

PAGE

TITLE PAGE..... i

AUTHORSHIP STATEMENT..... ii

ABSTRACT AND INDEX..... iii

TABLE OF CONTENTS..... iv-v

OBSERVER'S VERIFICATION..... vi

CHAPTERS

I PURPOSE..... 1-5

II RESEARCH..... 6-10

III METHOD.....11-17

IV RESULTS.....18-21

V RECOMMENDATIONS.....22-24

REFERENCE LIST.....25-26

BIBLIOGRAPHY.....27-28

APPENDICES

APPENDIX A: Yearly Report - 1984..... 29

APPENDIX B: Missing Book Count..... 30

APPENDIX C: Budget/Dollar Replacement..... 31

APPENDIX D: Parent Newsletter..... 32

APPENDIX E: School Newsletter..... 33

PAGE

APPENDIX F: Circulation Control Survey.....34-35

APPENDIX G: Cover Letter..... 36

APPENDIX H: Results of Survey.....37-38

APPENDIX I: Survey Comments..... 39

APPENDIX J: Fines Policy..... 40

APPENDIX K: Outline of Activities.....41-42

APPENDIX L: Promotional Badge..... 43

APPENDIX M: Media News.....44-45

APPENDIX N: Operation Book Find..... 46

APPENDIX O: Alert Form..... 47

APPENDIX P: Teacher Ideas/Classroom Activities.....48-50

APPENDIX Q: Bulletin Board Displays..... 51

APPENDIX R: Yearly Report - 1985..... 52

APPENDIX S: Project Goals Percentages..... 53

APPENDIX T: Results By Grade Level/End Of Year Reward..... 54

APPENDIX U: Missing Book Comparison Chart... 55

OBSERVER VERIFICATION FORM

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate, or make judgments about the quality of the project.)

Mrs. Craig planned and implemented a program to reduce lost book loses at Walsingham Elementary in the Spring of 1985.

I observed Mrs. Craig informing team leaders, teachers, students, and parents of a plan to reduce the number of library books lost on inventory. She used a slogan "Responsible Book Person" as a theme to attract attention for the program. Operation Book Find was the title of the list of lost books she published in the school's Newsletters. She ended the program with a reward for those students who proved they were responsible book people.

Practicum Title A Plan to Reduce Library Book Losses

Student's Name Darlene S. Craig

Program Site Walsingham Date _____

Observer's Name Bette Ra Ivey Bette Ra Ivey
(please print ----------and sign)

Observer's position Principal

A Plan To Reduce Library Book Losses

I. Purpose

This practicum was done in an elementary school. The grade levels included kindergarten through fifth grade. It was an open space school with eight pods housed under one roof. The school was eleven years old and was one of two basic education elementary schools that operated a physically impaired unit. There were six classes in this unit along with occupational and physical therapy facilities and program.

The school was unique in the fact that out of 960 students only 10% were walkers. The other 90% were transported from another city.

There were 115 people on the staff. The office personnel consisted of a principal, 2 assistant principals, a secretary, and 2 clerks. There were 42 classroom teachers. Other professional personnel included the reading specialist, guidance counselor, media specialist, 2 learning disabilities teachers, 2 speech therapists, 3 physical education teachers, 2 music teachers, 2 art teachers, and a full time nurse. The nurse and one of each of the physical education, music, art, and speech teachers worked with the physically impaired

children. There was also a physical and an occupational therapist. The supportive staff included 2 reading aides, 1 math aide, 1 media aide, 3 physical education aides, 2 therapy aides, and 4 S.A.I.L. aides who worked with the physically impaired students mainstreamed into the regular classroom. S.A.I.L. stands for Special Assistance In Learning. Chapter I, Compensatory Education, cafeteria, and custodial comprised the remainder of the staff.

The economic level of the school's families was between low to low-middle income with most parents working. The parent support of the school and its' activities was good. The participation in school activities was very poor. This was probably due to the fact that the hours these parents worked coinsided with the time events were taking place in the school and therefore they were unable to participate.

The primary setting of the problem to be solved was the Media Center. The facility was located in the center of the school. There were no walls. One could enter from any direction in the building. The circulation system used to check out books was by the "pocket" system. Each student checked his/her own book out and in. Kindergarten through second grades were

allowed to check out one book at a time. Third through fifth grades were allowed to check out two books at a time. The aide was responsible for maintaining the circulation of materials. All outgoing and incoming material was monitored by this person. The media specialist supervised the circulation procedures and made the decisions on the method to be used.

Assertive discipline was the plan used to control behavior in the school. Good behavior was rewarded. Bad behavior resulted in consequences.

At the end of the 1983-1984 school year there were 195 library books missing. This figure is supported by the fact that there were 195 book (checkout) cards left by the last day of school in 1984. Inventory is done in January of each year. Books are counted missing every two years. Therefore, the end of the year report for 1983-1984 (Appendix A) did not reflect 195 books missing. The inventory completed in January of this year did reflect this figure.

There should have been only those books lost and paid for and those of withdrawn students missing at the end of any year. In the case of 1984-1985 figures (Appendix B) there was a discrepancy of 103 books.

These were missing without an accountable reason. Another factor that substantiated this as a problem was the amount of money it would take to replace the missing books exceeded the annual library book budget for the year (Appendix C).

The problem to be solved was to reduce the number of books missing on this year's inventory, to reduce the number taken when students withdrew, and to see that lost and damaged books were paid for.

In the past, permission slips signed by parents, orientation of the library, warnings to students when books were not checked out properly, and notices sent to the transfer school when students withdrew, had been used. Also, a parent newsletter had been sent home the first week school started (Appendix D), and a note to parents was put in the school newsletter after inventory was done in January (Appendix E).

Library inventory control was a problem at other schools as well. A survey was conducted in February, 1985 (Appendix F), on circulation control. The survey was sent to 24 of the county's media specialists. Four were high school (9-12), five were middle school (6-8), and fifteen were elementary school (K-5) media

specialists. Of the twenty-four, twenty-two responded. A cover letter was attached (Appendix G) stating the purpose and an offer to share any results. The information received on question three was the most valuable (Appendix H). However, the comments and responses to the fact that research was being done was the most important information because it transmitted a message that a plan to reduce library book loss was needed (Appendix I).

Factors that may have hindered book circulation operations were: the county recommended that no fines be charged for overdue books (Appendix J) and when books were lost and paid for the payment received was less than the replacement price of the book. This was due to a state mandate (Florida Statute, 233.46 (1)) and county procedures (6Gx52 - 3.08) (2) (a) (b).

The primary objective of this practicum was to reduce the 103 unaccountable books missing from the library book inventory by 15%. The second objective was to see that 90% of all lost and damaged book bills were paid for the year. The third objective was to retrieve library books from students before they withdrew from school by using a new alert form.

II. Research

A report was published in the early sixties indicating the national cost of library book thefts to be around $5,000,000.00 each year (Beach, 1976, p. 118). This aroused a concern for the reasons books were being taken. Most research that had been done presented ways or devices to curtail the act of stealing books. The most prominent of the devices researched and put into operation was the electronic detection device. It is used today in most high school and college libraries.

Little or no research had been done on why books were being stolen. In the seventies researchers such as Reneker (1970), Beach (1976), and Daugherty (1977) produced opinion surveys among college students and librarians on the problem of book theft and its causes.

When Reneker (1970) did her study on how librarians felt about book loss there was no statictical data on the extent of the problem and only one report on losses in an academic library. She found that some librarians viewed book loss as inevitable and acceptable. The majority felt that "book loss is a somewhat serious problem" (p. 20). The study showed that those librarians who thought book theft to be serious felt that there were "economically

feasible" ways of reducing the problem (p.26).

Some of the ways that were suggested included: control devices such as the electronic detection device, periodic searches for missing books, monitors at checkout areas, keeping the community informed of lost books, orientation on procedures of the library, and appealing to faculty as well as students for support. Detection devices were found to be the most effective and informing the community the least effective.

Beach's (1976) and Daugherty's (1977) surveys supported the opinion that the electronic detection device was the highest rated deterrent for book theft. Huttner (1973) and Niland (1976) also supported this opinion.

Beach (1976), in her study of students at Ohio State University, said "The patron who removes books in an unauthorized manner in the course of his or her work, his or her role as a student, does so as a result of the pressures of his or her status rather than for a source of income" (p. 18).

She further stated that the relation between an occupation and those who steal books was significant. "More of the principle wage earners in the families of those who admitted to book theft were unskilled, unemployed,

or receiving some type of government benefit and fewer were major professionals" (Beach, 1976, p. 66).

Other points that were made in Beach's (1976) survey included: the students viewed book theft as an academic problem rather than a crime. She remarked, "Library book theft appears to be a type of avocational crime, that is a crime by a person who does not think of himself as a criminal" (p. 19). Daugherty (1977) also found that the majority of students doing the survey said "that a student who takes books does not think that the behavior is abnormal" (p. 20).

Some theories indicated that the type of books in a collection can have a tremendous effect on the amount of loss. They are usually the most popular and the newest books. The suggestion from several researchers was to buy multiple copies of popular fiction and non-fiction books, preferably paperbacks (Niland, 1976), (Shirley, 1977), (Vincent, 1978), and (Wisconsin St. Dept. of Public Instruction, 1976).

The "general impression" a person receives from a library can determine how effectively it will be used and cared for. Few rules (Nickel, 1975), little formality and making books easily accessible (Beach, 1976).

"accentuating the positive and treating patrons as very important people" (Manley, 1983, p. 847), and the "best possible public relations" (Wisconsin St. Dept. of Public Instruction, 1976, p. 8), according to the research seemed the most logical and meaningful avenues to take.

Freeman (1975), in the section of her book entitled Sensible Ways to Preserve the Collection, said "The greatest protection of the collection comes from the establishment of a library that students like, that cause them to feel responsibility for it. It is their library, to love, honor, respect" (p. 171). That statement describes what all librarians should work toward.

Most of the research studies involved the college and public library and some at the high school level. Although none of the material discussed what was happening at the lower levels of education the information obtained by this writer was very useful.

In spite of the fact that research points to the use of detection devices to control loss, at the elementary level their use is not economically feasible. This is due to the size of the population and amount

of book loss in comparison to the size of the collection. However, some of the other findings such as periodic searches, appealing to the faculty as well as students, increasing the number of copies of popular books with inexpensive paperbacks, having few but effective rules, making books easily accessible, treating patrons as very important people, and making the library a place that students like to come can be utilized. Even though Reneker's (1970) study showed informing the community was not effective, in this writer's opinion, informing the parents of lost books can be beneficial. Parent support is very important in any aspect of a school's function.

Between March 25 and June 5, 1985 activities to decrease the number of lost library books took place. Promoting responsibility in students, appealing to faculty and parents for support, and monitoring checkout procedures more closely was used to reduce and prevent book loss.

III. Methods

Research on book theft and library materials loss was done to initiate this project. Ideas and methods were studied. Selection of the most appropriate methods was made and a plan for adapting them to an elementary school setting was done.

The themes "Responsible Book Person" and "Operation Book Find" were used to attract attention and make it enjoyable. Behavior modifications were used to reinforce responsible behavior. Promotional devices such as school newsletters, team leader meetings, and intercom announcements were used to gain support from faculty, parents, and students. An atmosphere that creates a sense of caring and respect for the media center was undertaken by the media aide and this writer. These strategies were chosen over others because of the open space media center which makes close security impossible and electronic detection devices financially unfeasible.

The low socio-economic level of most of the students was characteristic of the findings of the researchers of book theft. Since this was an elementary level setting, there was a chance that future book theft could be prevented by concentrating on changing negative behavior.

Implementation consisted of an introduction of the program to team leaders, an explanation of the program to parents via the school newsletter, intercom announcements introducing the program to students, periodic monitoring to see that students were complying with procedures, behavior modifications to reward proper use, a social activity for the grade level that showed the biggest improvement, and a new procedure to reduce the number of books lost by students who withdrew from school.

The first week of the project an outline (Appendix K) was presented to team leaders (team leaders consists of the administrative staff, a teacher from each grade level, and representatives from the special areas) explaining the problem and activities and when they would take place. A promotional badge (Appendix L) was given to each member of team leaders. They were not told what the letters R.B.P. meant but were asked to wear the badge that week and when they presented the outline to their team members. The reason for not revealing the identity of the letters was to get the staff's attention.

The second week posters about R.B.P. were made and placed in various locations in the school. This was done to get the students' attention. During that week the

writer was asked many times what R.B.P. meant and was also given a variety of explanations that observers thought it might mean.

Also, during the second week, announcements about the project were made over the intercom to the students and staff. The information disseminated included: explaining the number of books missing on the January inventory; how much it cost today to purchase library books; an explanation of what "Operation Book Find" was going to be and how often it would appear in the school newsletters; the R.B.P. posters were mentioned; taking care of books and keeping track of them so they are not misplaced was talked about; procedures to be taken in the Media Center when someone did not follow directions; information on how students would earn stickers, stamps and bookmarks; and an explanation about the reward for the grade level that did the best job of showing they were responsible book users. The meaning of the letters R.B.P. was revealed the last day of announcements.

A "Media News" column (Appendix M) along with the "Operation Book Find" list (Appendix N), was included in the school newsletter that went home to parents. This column appeared in each issue for the remainder of the

school year. It explained to parents what was going to happen, what was happening, and how their cooperation was needed in locating missing books.

An alert form (Appendix O) was drawn up by the writer and given to the attendance clerk to use when a student was withdrawing from school. The purpose of the form was to give the Media Center immediate notice so any library books checked out by the withdrawing student could be retrieved before he/she left.

During the remainder of the ten weeks or until the end of the school year the media aide checked and recorded the names of those students who had not properly checked their library books in. A notice was sent to the student stating the problem. When the student showed he/she could do the checkout procedure correctly a reward (sticker, stamp, or bookmark) was given. The media aide also perused the checkout files every two weeks to see that books were being properly checked out. Notices were sent to those students not complying. When the media aide had made the bi-weekly check of the files a report was given to the writer of this project. This report was used in making the final decision on who would receive the end of the year reward.

Students were reminded periodically via the intercom and, in some cases individually, of the importance of being responsible book users.

In a second meeting with team leaders the writer thanked the members for their cooperation and requested that each teacher submit an explanation (Appendix P) of the activities they were doing in the classroom to support being responsible book users. Many interesting ideas were produced. A bulletin board was set up in the Media Center to display some of the classroom projects (Appendix Q). Posters were made depicting what it was like to be a lost book, the importance of taking care of books, and what everyone's responsibility was in using the library. One teacher had her students do a story about a lost book and asked for title suggestions. One title that struck this writer as amusing was "Why me!". The response to this activity was very favorable.

The list of books missing on inventory was divided into four parts. Each part appeared in a different issue of the school's newsletter under the heading "Operation Book Find". Along with this list was information to parents about helping their children

preserve the library's book collection. Along with publishing each list in the newsletter, a copy was mounted on "Wanted" posters and placed in each classroom, the Media Center, cafeteria, office, and at the entrance to the building.

These lists prompted some interesting situations. One student brought a book in that had been missing on the O.B.F. list and when asked where she had found it she said she had purchased it at a garage sale for fifty cents. Another student brought five missing books in and when he was asked where they were found, the explanation was "My mother cleaned out my sister's closet and found them on the shelf." The student's sister had attended this school four years ago. These two situations illustrate the apathy that librarians and media specialists have to contend with in preserving library resources.

The last two weeks of the project were spent in retrieving library books and gathering data. All books were to be returned to the Media Center on May 22. At that time information was collected as to which classes turned their books in. Lists of students still owing books were sent to teachers on May 24. Bills were sent

to parents on May 29. All books and bills were to be taken care of by June 3. In the event that a student did not take care of this obligation by June 3 the writer made a phone call home. Those that still did not comply were sent to the principal's office and given until June 5, the last day of school, to take care of the matter.

No modifications had to be made midway into the project. The cooperation on the part of the staff was commendable. The students were very receptive and this writer feels they have gained some knowledge of how important it is to be responsible library users.

IV. Results

The primary objective of this practicum was to reduce the 103 unaccountable books missing from the library book inventory by 15%. The second objective was to see that 90% of all lost and damaged book bills were paid for the year. The third objective was to retrieve library books from students before they withdrew from school by using an alert form. These objectives were to be met by increasing awareness in students of the importance of being responsible library users, preserving the library's resources, and improving clerical procedures.

A count of the number of book checkout cards left at the end of the year showed that only 9% of the missing books were returned. 85% of the accountable lost books for this year were paid for. There was a reduction of almost half the number of students owing books that withdrew from school which showed the alert form to be significantly effective.

The 1985 yearly report (Appendix R) submitted to the County Department of Media Services showed a reduction of losses in two areas reported. The reductions did not meet the goals of the objectives

(Appencix S) in this practicum but there was a significant difference to warrant continuing the activities set forth in this project.

A very positive feeling was one of the results of this project. Parents were supportive and helpful in seeing that their children took care of their obligations. Awareness of the need to see that books belonging to the library were returned was obvious in the two situations cited in the Methods section of this paper about the book found at the garage sale and the five books missing for four years. Everyone was cooperative and eager to participate.

As the project progressed it was evident to see the decrease in problems students were having in checking out their books and in their behavior. They really worked hard to receive their stickers and stamps, especially the younger students. The staff's involvement in getting the students to think about the importance of being careful with books was evident in the reduction of the number of books still out when all books were due on May 22.

On that date five classes had all their library books turned in. In the past the number was usually

one or two classes. By May 31 every fifth grader had his book returned or paid for. Never in the twenty year career of this writer has an entire grade level had all their library books turned in before school was out.

Because of the fact that their behavior in the Media Center was very good, they had found two of the missing books on the list, and all their books were accounted for, the fifth graders received the end of the year reward. They enjoyed an ice cream party on the last day of school. For the schoolwide results see Appendix T.

The final results of this project showed that eleven out of forty-two classes had all their library books turned in and that there were no more than two or three students in each of the remaining classes who owed books. Ten students still owed books on June 5. These students will not be allowed to check books out next year until this year's obligations are taken care of.

A comparison of the figures in Appendix B with the 1985 end of the year results (Appendix U) show that the elements of the project were working. A significant

aspect of this evidence is that the school population figure and basic student body was approximately the same as 1983-1984 school year. Therefore population of students had nothing to do with the decrease in book loss.

The alert form that was used to inform the Media Center that a student was withdrawing from school proved to be partially effective. The procedure worked well until the attendance clerk got bogged down with work and forgot to use the form.

Constant reminders to children, individually and in groups, that the library was a special place and it was a priviledge to be able to borrow books proved to be very successful. This entire project maintained a very positive atmosphere and showed promise for continuation in the future.

V. Recommendations

Keeping a library's resources intact is a very important obligation of the library/media Specialist. Every effort, in whatever ways possible, should be made to see that this obligation is carried out. The financial aspects of running a library force the administrator of that library to use every technique available to see that materials are preserved in order to keep the cost down. This is important at all levels of library work. An atmosphere of caring and respect for the library should be maintained at all times. The high schools, universities, and public libraries have their electronic detection devices and their fines. The elementary schools have their library/media specialists and whatever initiative she/he has.

The strategies in this project, though not totally successful, showed that with a little energy and effort book loss can significantly be reduced. It takes monitoring of the checkout area and is recommended that someone man this area at all times. If behavior modifications, such as were used in this project, are to be used it would take either an aide's or volunteer's help for it to be successful.

Advertising for books lost in the past should be done but, because of the low results, time should be spent sparingly in this area. Publishing lists and making the community aware of these missing books is sufficient. The important job is to keep what is available right now intact. Those fortunate enough to have a media aide might want to give this task to such a person. The media aide in this project did an excellent job of following up on "snags" or problems related to books not returned. The number of books lost but not paid for was reduced because of the expert handling of this problem. This writer believes that when inventory is done in January of 1986 there will be a significant reduction in the number of books unaccounted for.

Using a theme such as "Responsible Book Person" or one that fits the library's setting can be helpful and make such a project positive and fun. Being responsible library users is one of the most important tools a library/media specialist can teach children. Also, getting parents and staff members involved can make it easier to carry out the project. Using a bulletin board to display children's work advertising the theme or having a contest to see who can be the most responsible

are two other ways to help such a project.

If there is to be a turn around on attitudes about the preservation of library books there is a need to make the student body, the staff, and the community aware of the cost and the problem of books being carelessly handled.

Although it was not done in this project, placing articles in neighborhood newspapers about the problem of library book losses and what the community should look for to identify (ownership stamp) books that belong to schools and public libraries might be a good strategy to try. This idea was prompted by the numerous reports this writer received about library books being found in convenience stores, bus stops, and public restrooms.

To follow-on with this project the writer plans to develop a guide with a brief review of the literature and bibliographic listings, suggestions for carrying out such a project, and a list of ideas library/media specialists can suggest for teachers to use in support of such a project. A staff development workshop might be an appropriate way to introduce the guide to media specialists.

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APPENDIX

Appendix A

Yearly Report - 1984

COUNTY SCHOOLS
MEDIA CENTERS' YEARLY REPORT

SCHOOL NAME Elem. SCHOOL YEAR 1983-84

PERSONNEL (Name)
Professional _____

Aides/Clerks _____

STUDENT INFORMATION

School Population (May date)	Attendance (Average daily)	Circulation (Average Daily)
952	411	Print 208 Non-Print 30

INVENTORY

Print	Beginning Count	Added	(Discards) Withdrawn	Lost Paid	Lost Non-Paid	Total
Books	12,003	194	156	64	31	9946
Periodicals						
Magazines						25
Newspapers						1
Kits (Print type)						3

Non-print Instructional Materials (inventoried and/or housed in the Media Center)

Audio Recordings		Models	18
cassette	2459	Microfilm	
reel	1	Microfiche	87
disc	765	Slides (2x2)	455
Charts	1280	Slides (microscope)	
Filmstrips	1820	Videotapes	
Games	36	Video Cassettes (½")	
Globes	37	Video Cassettes (3/4")	
Loops	61	Transparencies	619
Maps	104	Other	1614

Appendix B

Missing Book Count

YEAR	LOST and PAID	WITHDRAWN STUDENTS	UNACCOUNTABLE MISSING BOOKS
1984 (June)	73*	19	103
1985 (January)	9 (to date)	11 (to date)	195 (Inventory count includes lost and paid and withdrawn student's books from 1983-84)

Note. *9 books paid for after the report was sent to the County Media Center.

Appendix C

Budget/Dollar Replacement

SCHOOL BUDGETS	FUNCTION NAME	*INSTRUCTIONAL MEDIA SERV*	
6200 3500	REPAIRS AND MAINTENANCE	300.00	
6200 5100	SUPPLIES	500.00	463.07
6200 5300	PERIODICALS	400.00	376.38
6200 6200	A/V MATERIALS	507.00	549.63
6200 6400	EQUIPMENT-NEW	500.00	490.00
6200 7990	MISCELLANEOUS EXPENSE	200.00	
6200 8100	LIBRARY BOOKS-EXISTING FACILITY	1,300.00	1,090.29
	TOTAL FUNCTION **	3,707.00	2,919.37

AMOUNT OF DOLLARS TO REPLACE

MISSING BOOKS

Average price for elementary level "library edition" books	$8.95
Number of books missing 1983-84	195
(Minus 10% for out-of-print and unnecessary replacement)	-20 (10%)
	175 Books

Results 175 Books

x 8.95 Price per book

$1,546.25 Total amount to replace books

Appendix D

Parent Newsletter

August 27, 1984

MEDIA NEWS

Dear Parents,

School is starting once again and is a time when we renew our obligations to help our children learn to be responsible citizens. One very important responsibility is the care and use of library and text books. You will be receiving a permission form which states that you will help see that your child returns his/her library books on time and in good condition. We appreciate the support you have given us in the past and know that your support will continue.

Also, a reminder that we have a "special shelf" in the Media Center from which you, or your children, may borrow books. Some of these books need your permission for your child to check them out. They deal with such subjects as death, divorce, puberty, etc. You are welcome to look at them before you give permission.

Media Specialist

BOOK FAIR

Our annual Book Fair will be held September 11th through 14th in the Media Center. It will be opened from 9:00 - 3:00 Tuesday through Friday. It will be opened in the evening on Tuesday, September 11th, from 5:00 - 8:00. If you purchase by check it must be made out to

Brochures will go home when the Fair arrives.

Appendix E

School Newsletter

Hornet Letter

January 25, 1985

MEDIA NEWS: Dear Parents, In doing the library book inventory we have found many books that are unaccounted for. Please check your bookcases and with your children to see if any of these books got home. With the price of books now-a-days, it is most important to take care and account for them. There are several students who still owe us library books. If these are not returned, they must be paid for. Children owing books will not be able to check more out until this obligation is taken care of. Bills for the still missing books will go home next week. Thank you for your continued cooperation. Mrs. , Media Spec.

Appendix F

Circulation Control Survey

Please answer the following questions and return to School, by Feb. 20th.

1. Circulation System

1.1 Checking In/Out Procedures

By - Student Assistants _____

Self Check _____

Media Specialist _____

Aide/Volunteer _____

Other _____

_____

_____

1.2 Due Dates - how long?

Week _____

2 Weeks _____

Month _____

Other _____

_____

_____

1.3 Due Dates - How indicated?

Stamp date Card _____

Book _____

Colored Cards _____

Date Due Cards _____

Not Indicated _____

Other _____

_____

_____

Appendix F

Circulation Control Survey

-2-

2. Devises for notifying students of overdue and/or lost books.

Sending notices to
- Students _____
- Teacher _____
- Parent _____
- Media Spec. _____ (Student who has transferred)
- Interom Announcements _____
- Other _____

_____

_____

3. What methods do you use to instill responsibility for taking care of/and returning materials?
- Fines _____
- Limiting Library Use _____
- Orientation _____
- Handbooks _____
- Periodic Reinforcement _____
- Behavior Modifications _____ (ex. bookmarks, hand stamps, special privileges)
- Other _____

_____

_____

Appendix G

Cover Letter

Dear

I am doing a research project to find ways of reducing the number of overdue and lost books in my school. I know that you are trying to solve this problem, too. I would appreciate any imput you can give. The items in this survey are not limiting. Please add examples that show what you do in your situation.

If you are interested in the results I will be happy to share them with you.

Darlene S. Craig,
Media Specialist

Appendix H

Results of Survey

1. Circulation System

1.1 Checking In/Out Procedures

By - Student Assistants 8

Self Check 9

Media Specialist 12

Aide/Volunteer 9

Other _____

1.2 Due Dates - how long?

Week 5

2 Weeks 10

Month 1

Other Reference books - 1 day, 21days, 3 weeks, 1st and 15th of month, no due date

1.3 Due Dates - How indicated?

Stamp date Card 10

Book 5

Colored Cards _____

Date Due Cards 5

Not Indicated 2

Other Student writes checkout date

Scheduled classes (rotation)

Student writes due date

Student name card

Name cards and pockets

Appendix H

Results of Survey

-2-

2. Devises for notifying students of overdue and/or lost books.

Sending notices to
- Students 16
- Teacher 15
- Parent 14
- Media Spec. 16 (Student who has transferred)
- Intercom Announcements 3
- Other Special promotions, computer print-outs, notes on cumfolder, call at end of year, teacher support

3. What methods do you use to instill responsibility for taking care of/and returning materials?

- Fines 1
- Limiting Library Use 9
- Orientation 20
- Handbooks 6
- Periodic Reinforcement 14
- Behavior Modifications 9 (ex. bookmarks, hand stamps, special privileges)
- Other manditory visitation, clear obligations before exams, (see Dean if do not), Attitude*, responsible student gets to help.

* One media specialist wrote - "I really stress this is the children's center and it is their responsibility to return, take care of, etc I stress that I can only do special activities with them only if they help me, etc. I think this helps a great deal."

Appendix I

Survey Comments

Comments from media specialists on the offer to share the results of the research project.

What a great item for research!

Please share the results with me. I can always use new ideas.

Please share the results of your survey with me as I am very interested in finding ways to improve my system.

I would be interested in the results. Thanks.

I would like your results as I haven't been happy with my system this year, it seems I'm not getting books back in a reasonable time!!

Would like copy of your Survey results

Appendix J

Fines Policy

FINES

We recommend that fines not be collected for overdue books. If fines are collected, a record must be kept (by the Media Specialist) of all monies paid.

A student must receive a receipt for monies paid for lost or damaged books. This is handled in the school office. In an exceptional circumstance, a student might "work off" the cost of a book in the media center. A job of some kind adjusted to the age and ability of the student should be planned.)

NOTE

See Board Procedures (6Gx52-3.08) (2) (a) (b) (c) lost, damaged or destroyed materials. (Yellow section)

Appendix K

Outline of Activities

"Operation Book Find and R. B. P."

I. Problem
   - A. Books missing on inventory
     1. 195 total
     2. 103 unaccountable
   - B. Number of books lost and paid
   - C. Students who withdraw from school

II. Activities - Introduction
   - A. Inform teachers (Mar. 19)
   - B. Newsletter to parents (Mar. 22)
   - C. Intercom messages (Mar. 25-29)
   - D. Advertise - "R.B.P."
     1. Posters (Mar. 25-29)
     2. Reveal what letters stand for (Mar. 29)

III. Activities - Solutions
   - A. Media Aide keeps tally- checkout procedures of students
   - B. Behavior modifications
     1. Primary - animal stamps, stickers
     2. Intermediate - "special" bookmarks, stickers
   - C. Best R. B. P. - Grade level
     1. Lowest number correction notices
     2. Best manners and behavior
        a. Walking/quiet voices
        b. Shelves straight
     3. Highest number of books returned on time (May 22)
     4. Number of books found on "Operation Book Find" list
     5. "End of year party"

Appendix K

Outline of Activities

D. Classroom activities - Teacher options

1. Class media assistant
   a. Checks pockets -
      1) signed name and pod letter
      2) put book card in library pocket
   b. Assist those who have difficulty checking books out
2. Colored cards in teachers books to distinguish from students
3. Creative activities
   a. Make posters about good book users, responsible users, preservers of library resources for media center bulletin board
   b. Writing assignment about - being responsible library users, preserving library resources
4. Chart for children to check their names when checkout procedures done right
5. Allow students enough time to properly check books out

Appendix L

Promotional Badge

Appendix M

Media News

Walsingham Hornet Letter

March 22, 1985

MEDIA NEWS: Dear Parents, in a previous Newsletter it was mentioned that there were quite a few library books missing on this year's inventory. There were 195 books counted missing. 103 of these are unaccountable, that is, we have no idea where they are or who has them. Our goal for the rest of the school year is to try to retrieve as many of these as we can. A list of missing books will be published in each newsletter under the heading "Operation Book Find". Please help your children in locating any of these and any other books belonging to Walsingham. The grade level that finds the most books and shows the greatest improvement in responsible library use will have a celebration at the end of the school year. Also, the Media Center has obtained books for outstanding fifth graders. January's outstanding student was Lisa Ecker and the book Dicey's Song. For February the outstanding student was Sonya Walker and the book Dear Mr. Henshaw. Both are Newbery Award Winners.

April 12, 1985

MEDIA NEWS:

Dear Parents: Once again I am making a plea to try and find missing library books. A new list of "Operation Book Find" books is included in this issue of the newsletter. Your help and the help of your children is greatly needed to find these books. To replace all the books missing would take more money than the annual library book budget allows. And, if the missing books were replaced there would be be no money for "new" books. This is an important reason for locating the books on this list. Books do not walk out on their own, they have to be carried out by human hands.

Appendix M

Media News

May 24, 1985

MEDIA NEWS: As the last day draws near many activities are underway to close out school. One of these is that all books were due May 22nd (Wed.). If your child still has a book out he/she needs to return it immediately to avoid receiving a bill. If this obligation is not taken care of by June 3rd (Mon.) you will receive a phone call. The last 4 issues of the newsletter published lists of books that were missing from the 1984-85 Inventory. These lists were an accumulation of books missing over the last two years. Only 9 books on these lists were found since we started Operation Book Find. Several books were found that were in our snag file though. The list of books that is in this issues' Operation Book Find is what remains of the snag file. Please keep looking for these and any other books marked with the Walsingham Media Center stamp. If you find any books over the summer you may turn them in to the office. As was mentioned in a previous newsletter, the price of books has gone up so much we cannot afford to be careless with them. I wish to take this opportunity to thank each and everyone of you for your support and cooperation. After all its us adults who have to teach children to be Responsible Book Persons!

June 5, 1985

MEDIA NEWS: The school year is coming to an end and so is our "Responsible Book Person" campaign. I am proud to say that it has been a big success. We have not gotten as many of the books back from "Operation Book Find" as we had hoped, but I believe the children are truly showing signs of being responsible library users. The entire fifth grade have all their library books in. In all my 20 years as a Media Specialist I have never had an entire grade level get all their books in before school was out. I am very proud of them as well as all the boys and girls. There were five individual classes in the school that had their books in the day they were due. There are fewer books missing this year, and fewer children owed books than in the past. Part of the credit goes to you, the parents. Your support is most appreciated. The fifth graders will have an Ice Cream Party the last day of school. Have a good and safe summer and again thank you.

Appendix N

Operation Book Find

operation book find

Album of sharks. McGowen
How to grow a jelly glass farm. Mandry
Pets are smart. Moncure
Too many Bozos. Moore
Superplanes. Navarra
Ned's pets. Storybook 4B McGraw
Bicycle Motocross. Nentl
Great moments in speed. Olney
Osceola, young Seminole Indian. Clark
Kids cooking complete meals. Paul
Aquarium fish from around the world. Paysan
What the neighbors did and other stories. Pearce
The digging-est dog. Perkins
Hand, hand, fingers, thumb. Perkins
America's first world war; General Pershing and the Yanks. Castor
Drag racing. Puleo
Track racing. Puleo
Airplanes. Robertshaw
Games (and how to play them.) Rockwell
The North American eagles. Roever
The complete beginner's guide to motorcycling. Roth
Holiday gifts, favors, and decorations that you can make. Sattler
The Calling all girls party book. Saunders
The Franklin Watts concise guide to babysitting. Saunders
Find your ABC's. Scarry
A Charlie Brown Christmas. Schulz
Good grief, Charlie Brown! Schulz
It's the great pumpkin, Charlie Brown. Schulz
What next, Charlie Brown? Schulz
You're not for real, Snoopy. Schulz
Witcracks; jokes and jests from American folklore. Schwartz
Shopping cart art. Seidelman

Appendix O

Alert Form

ALERT!

STUDENT WITHDRAWING

DATE 4-29

NAME Eric Byers

GRADE LEVEL 4

HOME ROOM Roberson

DATE LEAVING 4-29-85

DESTINATION Ridgecrest

COMMENTS:

PHONE 581-0072

Teacher Ideas/Classroom Activities

montgomery

Operation Book Find
Responsible Book Person

1. Lost Wanted List
   Through class discussion and regular reference to list encourage students to find books

2. R B P
   Encourage students to be a R B P - class discussion & reinforcements

* To encourage home & family support:
   Students are involved in an activity where they make a choice of a poster, story, poem, diorama, etc. assigned to be completed at home after class discussion (finishing touches put on at school)

finished products will be shown to class, discussed, posted, sent to media center for bulletin board, etc.

10 stamps (reinforcement system) Love

Teacher Ideas/Classroom Activities

Chapter One's Plan - Operation Book Find
4/22/85

1.) Karen Modena
- assign a paragraph on "Why It Is Important to be an R. B. P."

2.) Lillian Stellmach
- show kindergarten students how to care for a book
- make posters about how it would feel to be a lost book.

3.) Mary Ann Johnson -
- students illustrate their favorite book and tell why they would be disappointed if their favorite book was lost.

8.) Mary Lynn Callahan -
- discuss the privilege of having a library and the care and return of books.
- students write a short story entitled, "The Sad Library that Had No Books."
- draw a picture to describe the story

Appendix P

Teacher Ideas/Classroom Activities

From: Helene Dunbar 2nd grade

Top of Paper - letters with different math problem answer under each one.

Bottom of paper - math problems without answers

The children were directed to do the math problems, find the answer at the top, and write the letter for their answer next to the problem. When they were finished it spelled: HELP FIND LIBRARY BOOKS

P	N	I	R	H	I	O	L	V	D	E	A	B	F	K	S
113	8	21	316	59	323	154	46	10	206	22	865	18	777	12	4

(1) 27 + 32

(2) 63 − 41

(3) 81 − 35

(4) 38 + 75

(5) 603 + 174

(6) 826 − 503

(7) 4 × 2

(8) 512 − 306

(9) 96 − 50

(10) 111 + 212

(11) 9 × 2

(12) 913 + 294

(13) 208 − 37 + 620

(14) 432 − 116

(15) 2 × 5

(16) 6 × 3

(17) 22 44 + 88

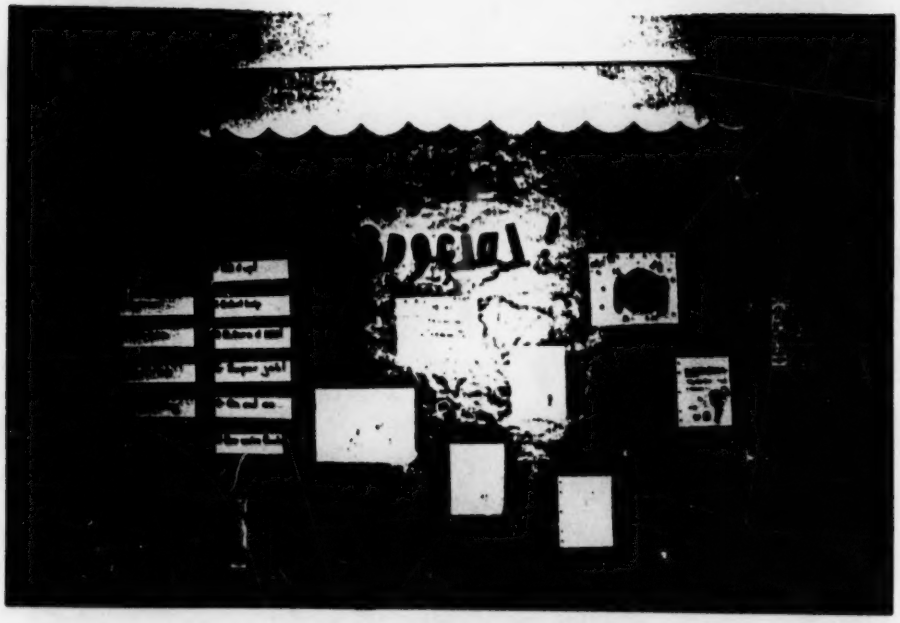
(18) 343 − 189

(19) 4 × 3

(20) $5\overline{)20}$

Appendix Q

Bulletin Board Displays



Appendix R

Yearly Report - 1985

PINELLAS COUNTY SCHOOLS
MEDIA CENTERS' YEARLY REPORT

SCHOOL NAME WALSINGHAM ELEMENTARY .... SCHOOL YEAR. 19[illegible]-85.

PHONES (Media Center) Yes X .. No ... Ext. No. ....

PERSONNEL (Names)
Professional .... DARLENE S. CRAIG .....
Aides/Clerks.... MICHAELYN MOSINSKI .....

STUDENT INFORMATION

School Population (May date)	Attendance (Average daily)	Circulation (Average daily)
951	425	215

FINANCES

Sources		Expenditures	
County	$2307.00	Print materials	$5250.00
State Allocation	1257.00	Periodicals/newspapers	326.21
Block Grant (Fed. funds)	7000.00	Non-print materials	3542.63
		Maintenance/supplies	763.07
Monies from lost/ damaged materials	150.00	Equipment	2447.00
Gifts (i.e. PTA)			
Other	450.00		
TOTAL	$12,464.00	TOTAL	$12,335.93

INVENTORY (materials inventoried and/or housed in the Media Center)

Books	Beginning count	Added	Books Withdrawn	Lost paid	Lost Non-paid	Total
	9946	649	37	55	27	10,474

Print materials
Kits (print type) 3 Magazines 25 Newspapers 1

AV materials

audio cassette	2532	models	18
audio disc	844	video cassettes (1/2")	
filmstrips	1323	video cassettes (3/4")	
globes	49	discs-computer	4
maps	119	other	218

Appendix S

Project Goals Percentages

Missing Books from Inventory				
	Jan. 1985	June 1985	Actual % Found	Projected % To Be Found
Books	103	94	9%	15%

Student Library Book Obligations June 1985			
Students Owing Books	Students Who Paid for Books	Actual % Paid	Projected % Paid
65	55	85%	90%

Withdrawn Students				
	June 1984	June 1985	Actual % Of Reduction In Owing Books	Projected % Of Reduction In Owing Books
# Students Owing	19	10	48%	50%

Appendix T

Results By Grade Level/End Of Year Reward

Classes/ Grade Level	*Book Problems	*Library Behavior Problems	Books Found	Books Still Out May 22	Books Still Out June 5
8/Kndg.	7	--	--	47	2
6/1st	27	6	--	27	3
7/2nd	20	4	--	26	2
7/3rd	23	2	2	23	1
6/4th	13	--	5	29	2
8/5th	10	--	2	16	0

Note. * These figures were compiled from the biweekly report done by the Media Aide.

Appendix U

Missing Book Comparison Chart

Year	Lost and Paid	Withdrawn Students	Unaccountable Missing Books	Accountable Missing Books
1984 (June)	73	19	103 *	31
1985 (June)	55	*10	94	27

Note. * The reason there is a discrepancy between this figure and the one in Appendix B is that books of some of these students were returned by the school to which the students transfered.